

# CORNELL UNIVERSITY OFFICIAL PUBLICATION

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Volume XX

Number 17

## Announcement of the University Division of Education for 1929-30

Ithaca, New York  
Published by the University  
May 15, 1929

## THE UNIVERSITY CALENDAR FOR 1929-30

1929

### FIRST TERM

Sept. 13, <i>Friday</i> ,	Entrance examinations begin.
Sept. 23, <i>Monday</i> ,	Registration and assignment of new students.
Sept. 24, <i>Tuesday</i> ,	
Sept. 24, <i>Tuesday</i> ,	Registration and assignment of old students.
Sept. 25, <i>Wednesday</i> ,	
Sept. 26, <i>Thursday</i> ,	Instruction begins at 8 A. M.
Oct. 18, <i>Friday</i> ,	Last day for payment of tuition for the first term.
Nov. 27, <i>Wednesday</i> ,	Instruction ends at 6 P. M.
Dec. 2, <i>Monday</i> ,	Instruction resumed at 8 A. M.
Dec. 21, <i>Saturday</i> ,	Instruction ends at 1 P. M.
1930	} Thanksgiving Recess
Jan. 6, <i>Monday</i> ,	
Jan. 11, <i>Saturday</i> ,	Instruction resumed at 8 A. M.
Jan. 25, <i>Saturday</i> ,	Founder's Day.
Jan. 27, <i>Monday</i> ,	Instruction ends.
Feb. 5, <i>Wednesday</i> ,	Term examinations begin.
Feb. 6, <i>Thursday</i> ,	Term ends.
	A holiday.

### SECOND TERM

Feb. 7, <i>Friday</i> ,	Registration of all students.
Feb. 10, <i>Monday</i> ,	Instruction begins at 8 A. M.
Mar. 3, <i>Monday</i> ,	Last day for payment of tuition for the second term.
Mar. 29, <i>Saturday</i> ,	Instruction ends at 1 P. M.
April 7, <i>Monday</i> ,	Instruction resumed, 8 A. M.
May 24, <i>Saturday</i> ,	Spring Day: a holiday.
June 2, <i>Monday</i> ,	Term examinations begin.
June 10, <i>Tuesday</i> ,	End of term examinations.
June 16, <i>Monday</i> ,	COMMENCEMENT.

# UNIVERSITY DIVISION OF EDUCATION

## FACULTY

LIVINGSTON FARRAND, A.B., M.D., L.H.D., LL.D., President of the University.

### ADMINISTRATIVE COMMITTEE

JULIAN EDWARD BUTTERWORTH, Ph.D., Chairman of the Division.

THEODORE H. EATON, Ph.D.

RIVERDA HARDING JORDAN, Ph.D.

PAUL J. KRUSE, Ph.D.

ROBERT MORRIS OGDEN, Ph.D.

### STAFF OF INSTRUCTION

THOMAS LEVINGSTON BAYNE, jr., Ph.D., Assistant Professor of Rural Education.

CORA E. BINZEL, M.S., Professor of Rural Education.

WILLIAM FRENCH BRUCE, Ph.D., Instructor in Education.

ISABEL BULL, B.S., Instructor in Rural Education.

JULIAN EDWARD BUTTERWORTH, Ph.D., Professor of Rural Education.

ANNA BOTSFORD COMSTOCK, B.S., Emeritus Professor of Rural Education.

THEODORE HILDRETH EATON, Ph.D., Professor of Rural Education.

EMERY N. FERRISS, Ph.D., Professor of Rural Education.

FRANK SAMUEL FREEMAN, Ed.D., Assistant Professor of Education.

MABEL HASTIE, B.S., Instructor in Rural Education.

EDWIN RAYMOND HOSKINS, M.S.A., Instructor in Rural Education.

RIVERDA HARDING JORDAN, Ph.D., Professor of Education.

PAUL J. KRUSE, Ph.D., Professor of Rural Education.

MAX LUDWIG WOLFRAM LAISTNER, M.A., Professor of Ancient History.

CLYDE B. MOORE, Ph.D., Professor of Rural Education.

CAROLINE JULIETTE MUSKAT, M.A., Instructor in Rural Education.

ROBERT MORRIS OGDEN, Ph.D., Professor of Education.

E. LAURENCE PALMER, Ph.D., Professor of Rural Education.

PRESERVED SMITH, Ph.D., Litt.D., Professor of Medieval History.

ROLLAND MACLAREN STEWART, Ph.D., Professor of Rural Education.

RICHARD STEPHEN UHRBROCK, Ph.D., Assistant Professor of Rural Education.

ANDREW LEON WINSOR, M.A., Instructor in Rural Education.

### ASSISTANTS

ARTHUR LEROY CARSON, B.S., Assistant in Rural Education.

JAMES BECKLEY PALMER, B.S., Assistant in Rural Education.

## UNIVERSITY DIVISION OF EDUCATION

The formation of a University Division of Education at Cornell University was authorized by action of the Trustees on February 6, 1926. The Division has been formed by the affiliation of the Department of Education in the College of Arts and Sciences and the Department of Rural Education in the New York State College of Agriculture. This action did not discontinue the two departments but was designed to provide for a fuller coördination of their efforts than had previously existed. Each department maintains its autonomy and continues to perform such functions as are of primary concern to its college.

The offices of the Division are in Sage College. The Department of Education in the College of Arts and Sciences and the Department of Rural Education in the College of Agriculture have their offices, laboratories, and classrooms in Goldwin Smith Hall and in Caldwell Hall, respectively.

### PURPOSES OF THE DIVISION

The University Division of Education provides, through the coöperation of the existing departments, a means for meeting the needs of the University for work in Education.

The purposes of the Division are:

1. To offer undergraduates in Cornell University opportunity to obtain the professional preparation commonly required of those desiring to teach in the public schools. To this end a group of introductory courses designed for those who have had no teaching experience is offered.
2. To provide opportunity for advanced study for those who have had teaching experience. Persons engaged in teaching who desire to increase their professional equipment or to prepare themselves for more specialized positions than they are now holding will find courses designed to meet their needs.
3. To furnish opportunity for research and experimentation in educational theory and practice.
4. To satisfy the demand for extension courses on the part of teachers in service.
5. To maintain an adequate placement service for workers in Education.

All undergraduate resident students in the Division must be enrolled in some college of the University. This means that they must meet the admission requirements of the college in which they are registered. Registration will admit them to such courses in the Division as they are qualified to pursue. In any extension courses that may be offered, the students must meet such requirements as may be provided in connection with the courses.

The completion of a course in the University Division of Education does not necessarily mean that the course will be credited toward the degree of a particular college in the University. Those courses which appear in the announcements of the College of Arts and Sciences and of the College of Agriculture are credited by the respective colleges. Students making elections from courses not included in the offerings of their college should make certain that they are acceptable to that college.

## TUITION FEES IN THE UNDERGRADUATE COLLEGES

Facts regarding tuition fees in the several schools and colleges of the University can be found in the General Information Number.

## GRADUATE WORK

Qualified students may be admitted to candidacy for the Master's degree or for the degree of Doctor of Philosophy with a major or a minor or both in some phase of Education.

A graduate of any college in which requirements for a first degree are substantially equivalent to those for the first degree at Cornell may be admitted to resident study in the Graduate School. He may at once enter upon candidacy for an advanced degree if he can show that he is qualified to pursue the subjects in which he proposes to work. The requirements for the degree are based upon actual achievement in scholarship and research in the fields indicated by the major and minor subjects, and do not depend primarily on the completion of any prescribed number of courses or of a fixed term of residence. Graduate work at Cornell is not expressed in terms of courses or of hours. The writing of a thesis and the passing of a special examination are also required. The minimum period of residence for a Master's degree is one academic year or its equivalent, and for a Doctor's degree, three years.

The residence requirements for a master's degree may be fulfilled in whole or in part by attendance during the Summer Session of the University. For this purpose, two Summer Sessions will be regarded as the equivalent of one term, and four Summer Sessions as the equivalent of one year. Candidates for a Master's degree who are in residence during Summer Sessions only are required to continue their studies during the year under the direction of the chairman of the special committee in charge of their work. Upon the recommendation of the student's special committee, summer session study may be counted toward the degree of Doctor of Philosophy.

Under certain conditions candidates for advanced degrees may work under the personal direction of some member of the faculty during the summer and have his work counted as residence credit.

In order to avoid delays at the beginning of the academic year those who desire to enter the Graduate School are advised to make

application for admission, either in person or by letter, in the preceding spring or summer. They should address the Dean of the Graduate School, Cornell University, Ithaca, N. Y., and also communicate with the professor under whose direction they desire to study.

A tuition fee of \$75 for the academic year is to be paid by all students registered in the Graduate School. It is payable in installments of \$37.50 at the beginning of each term.

Certain classes of students are exempt from the payment of the tuition fee. They are:

(1) Graduate students holding certain appointments as University Fellows or Graduate Scholars, and holders of certain temporary fellowships and scholarships.

(2) Resident Doctors, i.e., students in the Graduate School who have the Doctor's degree and are not candidates for a degree.

(3) Graduate students holding appointments as assistants and instructors and having their major studies in the college or line of work in which they are instructing, are exempt from the payment of tuition fees and laboratory and shop fees in the department in which they are employed to give instruction during the regular first and second terms only; members of the instructing staff who take work for which they must pay tuition are required to pay in proportion to the amount of work for which they are registered.

An administration fee of \$25, a matriculation fee of \$10, an infirmary fee of \$5 each term, and a graduation fee of \$20 is also charged.

For complete information regarding graduate work, the Announcement of the Graduate School should be consulted.

### APPOINTMENT SERVICE FOR TEACHERS

An appointment service is maintained by the Division. Its purpose is to assist men and women who have studied or who are studying at Cornell University to secure positions in educational work. Such persons are invited to use this service, which is performed without charge. Those desiring assistance should communicate with the office of the Division.

### OBSERVATION AND DIRECTED TEACHING

Special arrangements have been made with the local school authorities for the observation of teaching. To facilitate further the training of teachers in certain phases of the work, provision has been made for directed teaching in the nearby villages of Trumansburg and Groton.

### PHYSICAL EDUCATION

The University Department of Physical Education offers a four-year undergraduate course designed to meet the requirements for the New York State Teacher's Certificate in Physical Education. Any undergraduate desiring to prepare for the teaching of physical education should select the necessary courses in Education from those offered by the Division of Education.

### METHODS COURSES IN ACADEMIC SUBJECTS

A group of courses for prospective teachers is offered in the College of Arts and Sciences to prepare for teaching various subjects of the secondary school curriculum. Elections from these may be made in

meeting the requirements for the methods groups. A description of each course will be found in the announcement of the College of Arts and Sciences.

TEACHERS' COURSE (English 98). Professor NORTHUP.

TEACHING OF FRENCH (French 30). Professor MASON.

[TEACHERS' COURSE IN GERMAN COMPOSITION (German 39). Professor BOESCHE. Not offered in 1929-30.]

[TEACHERS' COURSE IN METHODS (German 40). Professor FAUST. Not offered in 1929-30.]

[TEACHERS' TRAINING COURSE (Latin 26). Professor DURHAM. Not offered in 1929-30.]

TEACHERS' COURSE (Mathematics 20). Assistant Professor CRAIG.

TEACHING OF PHYSICS IN SECONDARY SCHOOLS (Physics 91). Mr. ———.

PHONETICS AND SPEECH TRAINING (Public Speaking 25). Mr. THOMAS.

(Special methods courses in Agriculture, Homemaking, Nature Study, and the elementary school subjects are described in this announcement.)

## REQUIREMENTS FOR CERTIFICATION

To meet the requirements of the State of New York for any form of permanent certificate the candidate is required to complete 18 semester hours in education; or in lieu thereof to take examinations in the required subjects. The 18 hours are distributed as follows: Psychology, 6 hours; History and Principles of Education, 6 hours; and Methods, 6 hours. These requirements may be met by several combinations of courses that are offered by the Division of Education.

The following are suggested:

Psychology: six hours are required.

\*Education I . . . . . 3 hours  
or

\*Rural Education III . . . . . 4 hours

Psychology I . . . . . 3 hours

Education 7 . . . . . 3 hours

Education 17 . . . . . 2 hours

Rural Education II6 . . . . . 2 hours

\*Education I or Rural Education III must be taken and work elected from the other courses to make a minimum of 6 credit hours.

History and Principles; six hours are required.

Education 2, 3a, 3b, 5, 13, 16.

Rural Education 181.

At least one course in History of Education and one in Principles of Education are required.

Methods; six hours are required.

Education 4, 4a.

Rural Education 7, 121, 126, 131, 133, 135, 136.

Elections from methods courses in academic subjects (see page 6).

Education 4 or Rural Education 121 (or the equivalent) is required of all students. Students should obtain advice from members of the Division of Education regarding elections from this group.

The courses suggested above are the ones that are normally expected to be used in meeting certification requirements. Substitutions should be made only with the approval of members of the Division.

Requirements for certification vary from state to state. These variations are so marked that adequate information cannot be given in brief space. It is the intention of the Division to offer such courses which will insure qualification for teaching certificates generally, but in many cases this will involve the working out of special programs for individual students. Accordingly, students are advised to communicate with the office of the Division of Education for information regarding their special needs.

## THE SUMMER SESSION

The term of the Cornell University Summer Session covers a period of six weeks from early July to the middle of August. A wide range of courses is offered for those in educational work. Prospective students should apply to the Secretary of the Summer Session for a copy of the official announcement. A description of the courses offered in the 1929 Summer Session that are not offered during the regular year may be found on pages 18-21 of this announcement.

## COURSES OF INSTRUCTION

In the statement given below the term "Education 1," "Education 6," etc., given in parenthesis following the name of the course, indicates that the course is offered by the Department of Education. "Rural Education 111," "Rural Education 114," etc. means that the course is offered by the Department of Rural Education.

**All courses offered by the Department of Education require Psychology 1 as a prerequisite.**

In the **Department of Rural Education** courses are grouped by decades: General, 1-10; Psychology, 11-20; Educational Method, 21-40; Preparation of Teachers for Normal Schools and Colleges, 41-50; Educational Measurement, 51-60; Educational Administration and Supervision, 61-80; Principles of Education, 81-90; Philosophy of Education, 91-100. **All courses numbered under 100 are intended primarily for underclassmen; those from 101-200 are primarily for upperclassmen and graduate students; while those numbered 201 and over are primarily for graduate students.**

It should be noted that courses carrying the same name are not necessarily equivalents.

## COURSES OFFERED IN 1929-30

These courses are listed in the same order as they occur in the announcement. A statement of certification requirements is given on page 7.

### GENERAL COURSES (page 10)

Education 20.  
Education 21.

Seminary in Education. First term.  
Seminary in Education. Second term.



## PSYCHOLOGY (pages 10 f.)

Education 1.	Educational Psychology. Either term.
Rural Education 111.	Psychology for Students of Education. Either term.
Rural Education 114.	Psychology for Students of Hotel Administration. First term.
Rural Education 116.	Psychology for Students of Child Training. Second term.
Rural Education 119.	Personnel Management. Second term.
Rural Education 211a.	Psychology for Students of Education. First term.
Rural Education 218.	Seminary in Educational Psychology. Second term.
Education 6.	Experimental Education. Second term.
Education 17.	Mental Development. First term.
Education 8.	Experimental Investigation. Either term.
Education 9.	Reading of German Educational Psychology. First term.

## EDUCATIONAL METHOD (pages 12 ff.)

Rural Education 121.	Method and Procedure in Secondary School Teaching. First term.
Education 4.	Method and Procedure in High School Teaching. First term.
Education 4a.	Observation and Practice in High School Method. First term.
Education 4b.	Practice in High School Method. Second term.
Rural Education 126.	The Teaching of Science in the Secondary School. Second term.
Rural Education 131.	Teaching Agriculture in the Secondary School. First and second terms.
Rural Education 133.	Directed Teaching of Agriculture in the Secondary School. Either term.
Rural Education 135.	The Teaching of Home Economics in the Secondary School. Second term.
Rural Education 136.	Directed Teaching in Home Economics. Either term.
Rural Education 223.	The Teaching of Elementary School Subjects. First term.
Rural Education 226.	Research in Science Teaching. Either term.
Rural Education 227.	Seminary in Elementary Education. Second term.
Rural Education 234.	Seminary. First term.
Rural Education 239.	Problems of Extension Teaching. First term.
Rural Education 240.	Seminary in Problems of Extension Work. Second term.

## PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES (pages 14 f.)

Rural Education 241.	The Preparation of Teachers for Normal Schools and Colleges. Second term.
Rural Education 243.	Resident Instruction in the Land-Grant Colleges of Agriculture and Home Economics. Second term.
Rural Education 244.	College Teaching in Home Economics. Throughout the year.
Rural Education 245.	College Preparation of Teachers of Agriculture for Secondary Schools. Second term.
Rural Education 248.	The Preparation of Teacher-Trainers in Home Economics. First term.
Rural Education 250.	Seminary in Agricultural Education. Second term.

## EDUCATIONAL MEASUREMENT (page 14 f.)

Education 7.	Mental and Educational Measurement. First term.
Rural Education 251.	Mental and Educational Measurement. Second term.
Rural Education 252.	Conferences on Statistical Methods. Throughout the year.

## EDUCATIONAL ADMINISTRATION AND SUPERVISION (pages 15 f.)

- Rural Education 161. Principles of School Administration and Supervision. First term.  
 Education 10. City School Administration and Supervision. Throughout the year.  
 Education 12. The Junior High School. Throughout the year.  
 Rural Education 261. The Administration of Rural Schools. First term.  
 Rural Education 262. Special Problems in School Administration. Second term.  
 Rural Education 263. Procedures and Techniques in Supervision. First term.  
 Rural Education 267. Administration and Supervision of Agricultural Education. First term.  
 Rural Education 269. The Administration and Supervision of Home Economics Education. Second term.  
 Rural Education 276. Principles of Curriculum Building. Second term.  
 Rural Education 278. Seminary in Rural Secondary Education. Second term.

## HISTORY OF EDUCATION (page 16 f.)

- Education 3. History of Education. First and second terms.  
 Education 13. History of American Education. Either term.  
 Education 16. Readings in the History of Education. Second term.

## PRINCIPLES OF EDUCATION (page 17.)

- Education 2. Principles of Secondary Education. Second term.  
 Rural Education 181. Principles of Education. Second term.  
 Rural Education 281. Rural Secondary Education. First term.  
 Rural Education 287. The Junior High School and the Rural Community. Second term.

## PHILOSOPHY OF EDUCATION (pages 17.)

- Rural Education 294. Philosophy of Education. First term.  
 Education 5. Philosophy of Education. Second term.

## NATURE STUDY (page 18.)

- Rural Education 7. Nature Study. Second term.  
 Rural Education 102. Nature Literature. First term.

## GENERAL COURSES

**[Introduction to Problems of Public Education** (Rural Education 1). First term. Credit two hours. Designed for students not preparing to teach. Not credited toward the professional requirements in education.] Not offered in 1929-30.

**Seminary in Education** (Education 20). First term. Credit two hours. Prerequisite, Education 1. Professor OGDEN. M 4-6. *Goldwin Smith* 248.

Topics relevant to the fundamental assumptions of educational theory will be chosen. Primarily for graduate students.

**Seminary in Education** (Education 21). Second term. Credit two hours. Admission by permission of the instructor. Professor JORDAN. M 4-6. *Goldwin Smith* 248.

Topics developing from historical and current problems of educational practice, especially as related to administration and conduct of the public school system and of the university. Primarily for graduate students.

## PSYCHOLOGY

**Educational Psychology** (Education 1). Repeated in second term. Credit three hours. Lectures and recitations. First term, Assistant Professor FREEMAN and Dr. BRUCE, M W F 11. Second term, Professor OGDEN, Section I, T Th S 11,

*Goldwin Smith* 134; Assistant Professor FREEMAN, Section II, M W F 10. *Goldwin Smith* 234.

A study of functional psychology with special reference to the learning process and its application to educational theory and practice. Students must apply at *Goldwin Smith* 251 for assignment to sections.

**Psychology for Students of Education** (Rural Education 111). Either term. Credit four hours. Open to juniors and seniors. Professor KRUSE, Assistant Professor BAYNE, and Dr. WINSOR.

*First term:*

Section 1. Lectures, M W F 11. *Caldwell* 143. Laboratory, T 1:40-4. *Caldwell* 282.

Section 2. Lectures, M W F 11. *Countryman Building*. Laboratory, W 1:40-4. *Caldwell* 282.

Section 3. Lectures, M W F, 9. *Caldwell* 143. Laboratory, Th 1:40-4. *Caldwell* 282.

**Psychology for Students of Hotel Administration** (Rural Education 114). First term. Credit four hours. Open to juniors and seniors. Lectures M W F 8. *Home Economics* 100. Laboratory, Th 1:40-4, *Caldwell* 143. Assistant Professor UHRBROCK.

**Psychology for Students of Child Training** (Rural Education 116). Second term. Credit two hours. Prerequisite, Rural Education 111. T Th 11. *Caldwell* 100. Professor KRUSE.

**Personnel Management** (Rural Education 119). Second term. Credit three hours. Prerequisite, course 114, Psychology for Students of Hotel Administration. M W F 8. *Home Economics* 100. Assistant Professor UHRBROCK.

**Psychology for Students of Education** (Rural Education 211a). First term. Credit four hours. For mature students with teaching experience. M W F 11-12:30. *Caldwell* 282. Professor KRUSE.

[**Psychology for Students of Education** (Rural Education 211b). Second term. For members of the teaching staff. Professor KRUSE.] Not offered in 1929-30.

[**Psychology of Learning** (Rural Education 212). Second term. Credit two hours. Professor KRUSE.] Not given in 1929-30.

**Seminary in Educational Psychology** (Rural Education 218). Second term. Credit two hours. Th 4-6. *Caldwell* 282. Professor KRUSE.

**Experimental Education** (Education 6). Second term. Credit two hours. Prerequisite, Education 1 and permission of the instructor. Assistant Professor FREEMAN. Hours to be arranged. *Goldwin Smith* 248.

The chief problems of experimental education; the application of psychological and statistical methods to problems in educational psychology; chief results and practical bearings.

**Mental Development** (Education 17). First term. Credit two hours. Prerequisite, Education 1. Professor OGDEN. W 2-4. *Goldwin Smith* 248.

A course in child psychology, dealing with the facts of mental growth and their interpretation.

**Experimental Investigation** (Education 8). Repeated in second term. Credit and hours to be arranged. Prerequisite, Education 6 or 7. Professor OGDEN and Assistant Professor FREEMAN. *Goldwin Smith* 248.

Experimental study of a special problem in educational psychology or in mental measurements.

**Reading of German Educational Psychology** (Education 9). First term. Credit two hours. Prerequisite, Education 1. Professor OGDEN. W 4-6. *Goldwin Smith* 248.

The aim of the course is to aid in facility of translation and to familiarize the student with certain monographic literature.

## EDUCATIONAL METHOD

**Method and Procedure in Secondary School Teaching** (Rural Education 121). First term. Credit three hours. Prerequisite, Rural Education 111. Open to juniors and seniors. Students preparing to teach home economics should take Rural Education 181. M W F 11. *Poultry Building* 174. Professor FERRISS.

The development of certain principles of teaching in secondary schools, and their application to practical questions arising from the problems of selecting and organizing teaching materials, planning class work, making the assignments, determining classroom and laboratory methods, directing study, managing the class, measuring the results of teaching, etc., considered in the light of the principles developed.

**Method and Procedure in High School Teaching** (Education 4). First term. Credit three hours. For seniors only. Professor JORDAN. M W F 11. *Goldwin Smith* 262. M W F 3. *Goldwin Smith* 256.

Designed for students who expect to teach in secondary schools. The relation and duties of high school teachers to their students, to the community, and to the state; methods of class management and types of recitation. Observation of actual high school classes required.

**Observation and Practice in High School Method** (Education 4a). First term. Credit one hour. For seniors only. Professor JORDAN and Dr. BRUCE. M 4. *Goldwin Smith* 256.

Planned to be taken coincidentally with course 4, and required of students desiring to meet the New York State requirements for the provisional professional certificate.

**Practice in High School Method** (Education 4b). Second term. Credit two hours. For seniors only. Prerequisite, courses 4 and 4a. Dr. BRUCE. M 4. *Goldwin Smith* 256.

This course is limited to students needing two additional hours credit in observation and practice to meet State education requirements. Enrollment is limited to students specifically recommended by the Department of Education. The work will involve daily observation and practice in the Ithaca High School under supervision of selected teachers and under the general direction of the Department of Education. Conferences will be held once a week with the instructor in charge.

**The Teaching of Science in the Secondary School** (Rural Education 126.) Second term. Credit two or three hours. Prerequisites, Rural Education 111 and 121 or their equivalents. T Th 10. *Fernow* 16. Professor PALMER.

This course is concerned with the organization of high school science material, the introduction of scientific ideas to high school students, and a consideration of useful sources of information and supply. Opportunity is provided for observation of high school science teaching for the third hour of credit.

**Teaching Agriculture in the Secondary School** (Rural Education 131). First and second terms. Credit three hours a term. Open to students who have completed Rural Education 111, who have met the farm-practice requirements, and whose progress in the prescribed courses in agriculture is adequate. Lectures, T Th 9. First term, *Caldwell* 282; second term, *East Roberts* 232. One conference hour and not less than one laboratory period a week in directed teaching are required. Professor STEWART and Messrs. HOSKINS and VAUGHAN.

A course based upon the activities of the teacher of agriculture in the secondary school, and including participation in these activities. Principles of teaching are evaluated in the light of the situations in which they take their rise. Problems arising in itinerant teacher training are utilized in this course. Special consideration is given to such problems as: the purposes of instruction, determination of courses of study and the making of curricula, the selection of methods of teaching, the setting up of teaching situations, and the evaluation of results.

[**The Teaching of Agriculture in the Secondary School** (Rural Education 132). Credit two hours. Mr. HOSKINS.] Not given in 1929-30. Given in the Summer Session, 1930.

A course similar to 131 but not including participation in teaching.

**Directed Teaching in Agriculture in the Secondary School** (Rural Education 133). First or second term. Credit from one to three hours, amount to be determined by work done. Open only to those who have taken course 111 or its equivalent, and by permission. Professor STEWART and Mr. HOSKINS.

**The Teaching of Home Economics in the Secondary School** (Rural Education 135). Second term. Credit three hours. Prerequisite, course 111. Required of juniors preparing to teach. Course 181 or its equivalent should precede or parallel this course. Lectures, T Th 8. Laboratory, T or Th 1:40-4. *Caldwell* 143. Professor BINZEL.

This course proposes to interpret present day educational theories and practices as applied to home economics; to study the activities in which the home economics teacher engages and the factors which make for successful performance, such as the administration of the home economics department, selection and organization of teaching materials, methods of teaching, evaluation of teaching, personnel, community life and promotion of the home economics department.

**Directed Teaching in Home Economics** (Rural Education 136.) Either term. Credit two or three hours, amounts to be determined by work done. Open to students preparing to teach home economics. Students planning to take this course should arrange with the department during the junior year. General conferences, 8-10. *Caldwell* 282. Professor BINZEL and Misses BULL and HASTIE.

This course is designed to give students opportunity for observation and teaching under the guidance of the department. A week-end trip for the purpose of studying equipment is a part of the course.

**[Principles of Method** (Rural Education 222). Credit two hours. Prerequisites Rural Education 211a or its equivalent and teaching experience. Professor STEWART.] Not offered in 1929-30. Offered in summer session, 1929.

Designed to develop through concrete situations the principles underlying successful teaching experience. Each student evaluates the principles discussed in the light of some definite instruction unit.

**The Teaching of Elementary School Subjects** (Rural Education 223). First term. Credit three hours. M W F 8. *Caldwell* 282. Professor MOORE.

A course designed for experienced elementary school teachers, supervisors, and others who are concerned with recent developments in this field. A critical consideration of important research studies which have a direct bearing upon the teaching of elementary school subjects.

**Research in Science Teaching** (Rural Education 226). Either term. Credit one or two hours. Open to graduate students who have had courses 111, 121 and 7. Professor PALMER.

Special problems in science teaching.

**Seminary in Elementary Education** (Rural Education 227). Second term. Credit two hours. T 4-6. *Caldwell* 143. Professor MOORE.

Open to graduate students who are especially interested in elementary school problems. The topics considered will vary from year to year, depending upon the interests of those participating.

**Seminary** (Rural Education 234). First term. Credit one hour. Th 4-5:30. *Caldwell* 143. Professor BUTTERWORTH.

A consideration of scientific method in education with particular reference to thesis writing.

**Problems of Extension Teaching** (Rural Education 239). First term. Credit three hours. Open to graduate students of qualifications approved by instructor. This course assumes familiarity with the psychological bases of learning. T Th 11-12:30. *Caldwell* 143. Professor EATON.

A study of aims, program building, and methods in cooperative extension work in Agriculture and Home Economics.

**Seminary in Problems of Extension Work** (Rural Education 240). Second term. Credit two hours. M 4-6. *Caldwell* 282. Professor EATON and members of the Extension staff.

## PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES

**The Preparation of Teachers for Normal Schools and Colleges** (Rural Education 241). Second term. Credit three hours. M W F 10. *Caldwell* 282. Professor BUTTERWORTH.

To meet the needs of those responsible for the training of teachers for rural elementary and secondary schools.

**Resident Instruction in the Land-Grant Colleges of Agriculture and Home Economics** (Rural Education 243). Second term. Credit three hours. Open to graduate students and members of the staff. This course assumes familiarity with the psychological bases of learning.

A study of instructional aims and methods at the college level. M W 11-12:30. *Caldwell* 282. Professor EATON.

**College Teaching in Home Economics** (Rural Education 244). Throughout the year, omitting the period between Thanksgiving and Christmas. Credit three hours. Th 4:10-5:40. *Home Economics* 100. Professor EATON.

For members of the staff and graduate students in the field of Home Economics. The course assumes familiarity with the psychology of learning.

A study of principles and sound practices in college teaching of Home Economics. Similar to Course 243, but directed to the problems of a particular group in a particular field.

**College Preparation of Teachers of Agriculture for Secondary Schools** (Rural Education 245). Second term. Credit three hours. Open to graduate students of approved qualifications. M 2-4 and one laboratory to be arranged. T Th 9 should be kept free. *Caldwell* 282. Professor STEWART.

A study of the organization of preparatory systems in the Land Grant colleges for prospective teachers of agriculture in vocational departments of secondary schools.

**The Preparation of Teacher-Trainers in Home Economics** (Rural Education 248). First term. Credit three hours. Open to graduate students of approved qualifications. T Th S 10. *Caldwell* 294. Professor BINZEL.

This course is designed to meet the needs of persons who have had both technical preparation in home economics and teaching experience, and who desire to prepare for the special problems involved in the professional work of preparing teachers of home economics. It treats of collegiate and secondary curricula in home economics with reference to the technical preparation of teachers, their professional needs, supervised teaching experience, and the organization and content of special methods courses in home economics.

**Seminary in Agricultural Education** (Rural Education 250). Second term. Credit two hours. Prerequisites, Rural Education 245 and 267. Open only to graduate students in agricultural education. W 4-6. *Caldwell* 282. Professor EATON.

## EDUCATIONAL MEASUREMENT

**Mental and Educational Measurements** (Education 7). First term. Credit three hours. Prerequisite, Education 1 and permission of the instructor. Assistant Professor FREEMAN. T Th S 9. *Goldwin Smith* 227.

The nature of intelligence. The history of the development of individual and group tests of intelligence; principles underlying their formation and application; the use of tests of intelligence in dealing with defective and superior children, and with problem cases; their use in general school problems and in fields outside the school. The theory, construction, and use of educational tests. Demonstration in administering tests.

**Mental and Educational Measurement** (Rural Education 251). Second term. Credit three hours. Prerequisite, permission to register. Primarily for graduate students. M W F 8. *Caldwell* 282. Assistant Professor BAYNE.

Mental and educational measurement in relation to the classification of pupils determination of the progress of pupils, and other problems of the teacher, supervisor, and administrator. The so-called intelligence tests, typical subject matter tests and scales, and common statistical terms and methods will be studied in relation to the above problems. The work in the course will be adjusted to the professional needs of the individual student.

**Conferences on Statistical Methods** (Rural Education 252). Throughout the year. Credit may be arranged. Designed primarily for students of education. By appointment, *Caldwell* 225. Assistant Professor BAYNE.

**[Statistics for Students of Education** (Rural Education 253). First term. Credit two hours. Primarily for graduate students in education. Assistant Professor BAYNE.] Not offered in 1929-30.

## EDUCATIONAL ADMINISTRATION AND SUPERVISION

**Principles of School Administration and Supervision** (Rural Education 161). First term. Credit three hours. Open to juniors and seniors who have had courses 111 and 121 or 181. Open also to graduate students without administrative experience who have had the foregoing courses or their equivalent. M W F 9. *East Roberts* 232. Professor BUTTERWORTH.

An introductory course covering the general problems of administration in elementary and secondary schools: types of school units; state and county organizations; functions of boards of education; selection, promotion and tenure of teachers; training teachers in service; pupil accounting; the school building; curriculum reconstruction; financing the school system; and the like.

**City School Administration and Supervision** (Education 10). Throughout the year. Credit two hours a term. Prerequisite, Education 1. Professor JORDAN. M W 9. *Goldwin Smith* 248.

Principles of administration and supervision of state and city school systems, involving problems of evaluation and improvement of teaching, and of the subject matter in the public schools. The course will be adapted to the particular needs of the class.

**The Junior High School** (Education 12). Throughout the year. Credit two hours. For seniors, graduates, and other qualified students. Professor JORDAN. W 4-6. *Goldwin Smith* 234. Consent of the instructor to be obtained.

**[The Principalship of the Centralized and Village School** (Rural Education 175). Second term. Credit two hours. Given in alternate years. Open to graduate students by special permission. Professor FERRISS.] Not offered in 1929-30.

A course designed primarily for those preparing to be principals of schools containing both high school and elementary grades. Attention is given to the needs of those combining the work of principal and teacher of agriculture.

**The Administration of Rural Schools** (Rural Education 261). First term. Credit three hours. T Th 11-12:30. *Caldwell* 282. Professor BUTTERWORTH.

A course for students of experience dealing with the problems of organizing and administering education in the elementary and secondary schools in country and village districts.

**Special Problems in School Administration** (Rural Education 262). This course is divided into units in such a manner as to include the major problems of the school administrator. Professor BUTTERWORTH.

[A. **School Finance**. Second term. Credit two hours.] Not offered in 1929-30.

[B. **The School Population**. Second term. Credit two hours.] Not offered in 1929-30.

C. **The School Plant**. Second term. Credit two hours. T Th 9. *Caldwell* 282. Standards for school buildings; measurement of school-building facilities; planning the school program to meet the needs of the community; the financing of school buildings; modern equipment for the school plant; and similar problems.

This course deals with the building problems of both elementary and secondary schools.

**Procedures and Techniques in Supervision** (Rural Education 263). First term. Credit three hours. M W F 10. *Caldwell* 282. Professor MOORE.

The purpose of this course is to assist graduate students of experience to improve their supervisory procedures and techniques. The course includes a survey of the literature related to supervisory problems and an evaluation of the theories and practices involved. Schools are visited and procedures are observed from the viewpoint of the supervisor.

**[Seminary in Rural School Administration** (Rural Education 264). Second term. Credit two hours. Professor BUTTERWORTH.

Designed for those desiring to make an intensive study of rural school administration.] Not offered in 1929-30.

**Administration and Supervision of Agricultural Education** (Rural Education 267). First term. Should be accompanied by 261. Open to graduate students only. M 2-4 and one laboratory to be arranged. T Th 9 should be kept free. *Caldwell* 282. Professor STEWART.

A course designed for persons preparing to administer and supervise agricultural education, considered in the light of the Federal Vocational Act, state organization for conducting vocational education, and the problems arising. Participation in field practice study and supervision is a part of the program.

**The Administration and Supervision of Home Economics Education** (Rural Education 269). Second term. Credit three hours. For graduate students only. T Th S 10. *Home Economics* 400. Professor BINZEL.

This course is intended for supervisors and for teachers who are preparing for supervisory positions in the field of home economics. The course is concerned with the analysis of the supervisor's job and with methods of supervision. Among the problems presented for study and investigation will be the organization and the administration of homemaking departments; the principles underlying the present day changes in home economics education; the principles underlying the organization of courses; evaluation of teaching; improvement of teachers in service; teachers' conferences; and study classes.

**Principles of Curriculum Building** (Rural Education 276). Second term. Credit three hours. For graduate students only. T Th 2-3:30. *Caldwell* 143. Professor FERRISS.

A consideration of the major problems, principles, and techniques in determining educational objectives, and curriculum content and organization, with special emphasis upon elementary and secondary education in rural communities.

**Seminary in Rural Secondary Education** (Rural Education 278). Second term. Credit two hours. Given in alternate years. M 4-5:30. *Caldwell* 143. Professor FERRISS.

Special topics: pupil guidance and providing for individual differences. Other topics may be substituted if interests of those participating make them desirable.

## HISTORY OF EDUCATION

**History of Education** (Education 3). (a) (Greek, Roman, and Early Medieval.) First term. Credit two hours. Open to upperclassmen and graduates only. T Th 10. Boardman C. Professor LAISTNER. (b) (Late Medieval and Modern). Second term. Credit two hours. Open to upperclassmen and graduates only. T Th 10. *Goldwin Smith* 234. Professor SMITH.

**History of American Education** (Education 13). First term. Repeated second term. Credit three hours. Prerequisite, Education 1, or its equivalent. Dr. BRUCE. T Th S 10. *Goldwin Smith* 225.

A survey of educational changes in the United States from the beginning of the seventeenth century to the present, with special emphasis on public schools, and consideration of the religious, economic, political, and social factors affecting education. European influences throughout the period will also be considered briefly.



**Readings in the History of Education** (Education 16). Second term. Credit two hours. Prerequisite, Education 1 and 13, or permission of the instructor. Dr. BRUCE. Hours to be arranged. *Goldwin Smith* 248. Primarily for graduate students. An advanced course, emphasizing the historic changes in aims and methods.

## PRINCIPLES OF EDUCATION

**Principles of Secondary Education** (Education 2). Second term. Credit three hours. Prerequisite Education 1. Section 1, M W F 2. Professor JORDAN. *Goldwin Smith* 234. Section 2, T Th S 12. Assistant Professor FREEMAN. *Goldwin Smith* 234.

The nature and significance of education; biological and psychological foundations; the secondary school as a social institution; educational ideas and values; the curriculum. Students who elect course 2 must apply at *Goldwin Smith* 251 for assignment to sections.

**Principles of Education** (Rural Education 181). Second term. Credit three hours. Prerequisite, Rural Education 111. Open to juniors and seniors. Students preparing to teach home economics should take this course. Section 1, M W F 11. *Caldwell* 100. Section 2, M W F 8. *Roberts* 292. Professor MOORE.

A consideration of fundamental principles of education with special attention to the needs of prospective teachers in the high school.

**Rural Secondary Education** (Rural Education 281). First term. Credit four hours. Designed primarily for graduate students. M W F 9, and a period to be arranged. *Caldwell* 282. Professor FERRISS.

A course to consider some of the more basic problems in the nature, organization, curriculum, and extension of secondary education in its adaptation to rural needs and conditions. Among the topics treated are: the functions of rural secondary education; present demands upon the rural secondary school; problems of organization; problems of curriculum building; prevocational and vocational work; pupil guidance; extraclass activities; the rural secondary school and the adult.

**The Junior High School and the Rural Community** (Rural Education 287). Second term. Credit two hours. T Th 11. *Caldwell* 143. Professor FERRISS.

A survey of the development of the junior high school with particular reference to its functions in rural communities. Discussion falls under such headings as causes contributory to the development of the junior high school; its place in the reorganization of public education; its aims and essential features; types of administrative organization; types of curricular organization; demands for adaption in teaching-methods; the teaching force; buildings and equipment; provision for activities outside the classroom; and other problems incident to the establishment and operation of a junior high school in the small town or open country.

## PHILOSOPHY OF EDUCATION

**Philosophy of Education** (Rural Education 294). First term. Credit four hours. Open to graduate students whose studies in education are already well forward. M W S 11-12:30. *East Roberts* 232. Professor EATON.

A course designed as a critique of educational functions and institutions in the light of philosophic concepts of individual and social worth. On the sociological side approach to problems of educational values involves consideration of the bearings of both economic and social factors upon education, rural, urban, and undifferentiated.

**Philosophy of Education** (Education 5). Second term. Credit two hours. Prerequisite, Education 1 and at least one course in Philosophy. Professor OGDEN. W 2-4. *Goldwin Smith* 248.

A study of education as interpreted by the more important philosophical conceptions and theories, with special application to the spirit and demands of modern society.

## NATURE STUDY

**Nature Study** (Rural Education 7). Second term. Credit three hours. Prerequisite, one-half year of botany, biology, or zoology. Lecture, M 12. *Fernow* 16. Practical exercises, M W 2-4:30 and T Th 2-4:30. Professor PALMER.

Laboratory and field practice with those subjects in plant and animal life that are most suitable for nature study in the elementary schools. Special attention is given to the methods of study, manner of presentation, and relation of the topics to agriculture. A study of the history of the nature study movement and of present day practices in nature study is made. The New York State Nature Study Syllabus and the correlation of nature study with other subjects are given.

**Nature Literature** (Rural Education 102). First term. Credit two hours. Prerequisite, Courses 111, 121, and 7. M W 10. *Fernow* 16. Professor PALMER.

Discussions of the history of the nature movement, with consideration of the contributions made to it and to elementary school methods by dramatists, and writers of prose, poetry, and fiction. The graded courses in nature study outlines for various states are considered, to assist in the perfection of similar work in the public schools in New York State.

[**The Nature Study Movement and Its Makers** (Rural Education 109). First term. Credit two hours. Prerequisites, Rural Education 111, 121, and 7. Professor PALMER.] Not given in 1929-30.

## SPECIAL COURSES OFFERED IN 1929 SUMMER SESSION

The courses listed below are not offered during the regular year 1929-30.

**Special Problems in Education** (Education S 9). Professor JORDAN will advise students majoring in the Department of Education; students majoring in rural education may consult any member of that Department.

This course is designed to give advanced students an opportunity for study of special problems under personal direction of instructors. The work may consist either of essays and reports on some special topic, or of laboratory practice of an advanced grade. Students interested in work of this nature should consult with some member of the resident staff.

**Mental and Educational Measurement** (Rural Education S 150). Credit two hours. Daily except Sat., 9. *Caldwell* 143. Mr. WINSOR.

A beginning course in measurement designed for students of child training and for teachers of the primary and intermediate grades. A study will be made of individual and group tests in relation to development, diagnosis, and classification of young children.

**Teachers' Course in Social Studies in Senior High School** (Education S 30). Credit two hours. Daily except Sat., 10. *Goldwin Smith* 283. Mr. KIDGER.

This course considers the content and method of teaching social studies in the senior high school. The interrelation of geography, history, and civics will be emphasized. Especial attention will be given to the most effective methods not only in presenting American history but also in dealing with problems of democracy. A consideration of individual method of measurements, and effective methods of testing, the use of outside reading, maps, charts, diagrams, note books.

**The Teaching of the Social Studies in the Elementary School** ((Rural Education S 124). Credit two hours. Daily except Sat., 2. *Caldwell* 100. Miss CARR.

This course is designed for elementary school teachers and supervisors. It will treat of the nature and development of the social studies (including history, geography, and civics) in the elementary school, types of organization, and methods of procedure. Attention will be given to recently organized materials and the methods involved in their presentation.

**Building Courses of Study in Vocational Agriculture** (Rural Education S 132a). Credit one hour. Daily except Sat., 8. Laboratory, T Th, 2-5:30. July 22 to August 3. *Caldwell* 282. Mr. HOSKINS and Mr. WEAVER.

**Organizing the Supervised Practice Program in Vocational Agriculture** (Rural Education S 132b). Credit one hour. Daily except Sat., 8. Laboratory, T Th, 2-5:30. August 5 to August 17. *Caldwell* 282. Mr. GETMAN and Mr. HOSKINS.

**Locating Farm Youth** (Rural Education S 132c). Credit one hour. Daily except Sat., 8. Laboratory, T Th, 2-5:30. July 8 to July 20. *Caldwell* 282. Mr. HOSKINS.

**Teaching Home Economics in the Secondary School** (Rural Education S 235). Credit two hours. Daily except Sat., 9. *Caldwell* 292. Professor BINZEL.

This course is particularly designed to assist teachers in improving their methods of teaching. Study will be made of recent investigations in the field of home economics and their bearings upon the home economics curriculum in secondary schools, the content of courses, and teaching methods.

**Principles of Method** (Rural Education S 222). Credit two hours. Daily except Sat., 11. *Caldwell* 282. Professor STEWART.

Designed primarily for graduate students in vocational education who have had at least one year of teaching experience and who have completed Rural Education S 111a and S 111b or their equivalent.

This course deals with typical situations in teaching agriculture, home economics, and science to discover the fundamental principles underlying efficient teaching. The special forms of teaching appropriate to these fields, such as the project, the survey, and the laboratory will receive special attention.

**The Teaching of Vocational Agriculture in the High School** (Rural Education S 232). Credit one or two hours. M W F, 9; additional hours to be arranged. Open only to students in S 132a, S 132b, and S 132c, or by permission. *Caldwell* 100. Professor STEWART and Mr. HOSKINS.

A course dealing with advanced problems raised in S 132a, S 132b, and S 132c.

**Foundations of Method** (Education S 226). Credit two hours. Daily except Sat., 10. *Goldwin Smith* 290. Dr. BRUCE.

This course is designed primarily for experienced elementary and high school teachers and supervisors. It will include a critical examination of current and proposed educational methods in the light of accepted principles of educational psychology. Special attention will be given to the theories involved in project-teaching. The course will include such topics as the laws of learning, interest and effort, the thinking process, the organization of experience, the relationship between subject matter and the educative process, discipline and moral training.

**Course of Study and Farm Practice in High School Departments of Agriculture** (Rural Education S 277). Credit two hours. M W F, 2-3.30. *Caldwell* 492. Professor FIELD.

Open to graduate students in agricultural education.

A study of the problems of making a vocational course of study with appropriate directed participation in farming.

**The Principalship of the Village High School** (Rural Education S 179). Credit two hours. Daily. August 5 to August 17. First meeting, M, 8. *East Roberts* 222. Dr. NELSON.

A unit course designed specifically for principals of smaller high schools, who are also responsible for the organization, administration, and supervision of the elementary grades. See under S 175.

**High School Administration** (Education S 5). Credit two hours. Daily except Sat., 8. *Goldwin Smith* 256. Professor JORDAN.

A study of the principles basic to administration of the senior and junior high school; the course of study; principles of election; classification of pupils; use of intelligence and achievement tests; the principal as supervisor; building problems; selection and rating of teachers; schedule-making; problems growing out of the experience of the class.

**Problems in School Administration** (Education S 10). Credit two hours. T Th, 1:40-4. *Goldwin Smith* 236. Professor JORDAN.

A study of administration of school systems, together with problems peculiar to the administration of secondary schools. The course follows a four-year cycle of material, especially arranged to give graduate students a continuous four-year course. Students may enroll in any unit of this course, and particular attention is paid to the needs of each group. Open, by permission of the instructor, to graduate students and to teachers of experience. Papers and reports required.

**The Junior-Senior High School: Aims, Organization, and Curriculum** (Education, and Rural Education, S 17). Credit two hours. Daily except Sat. 12. *Goldwin Smith* 264. Professor BROOKS.

Special emphasis will be placed upon the curriculum in its relation to the large aims of the secondary school. The complementary nature of the junior and senior high school will receive particular attention.

**School Supervision** (Education S 18). Credit two hours. Daily except Sat., 11. GS 183. Professor BENTLEY.

The principles and applications of supervision of city and town school systems, involving problems of evaluation and improvement of teaching, and of subject matter. Open to both supervisory officers and teachers. The course will attempt to meet the particular needs of the class.

**Educational Measurements** (Rural Education S 151). Credit two hours. Daily except Sat., 8. *Caldwell* 282. Assistant Professor BAYNE.

For teachers in the upper grades of the elementary school and in the high school.

A beginning course in educational measurement. Measurement in relation to the classification of pupils, the determination of the progress of pupils, individual difficulties, and the determination of final marks. Typical tests and scales, and elementary statistical terms and methods will be studied in their relation to the above problems.

**Advanced Mental Measurements** (Education S 8). Credit two to three hours. Daily except Sat., 8. GS 227. Laboratory at hours to be determined. Prerequisite Education S 7 or its equivalent. Assistant Professor FREEMAN.

A detailed and critical investigation of some of the chief problems of mental measurements; their theoretical and practical bearings.

**The Teaching of Agriculture in the Secondary School** (Rural Education S 132). Credit two hours. Lectures, M T Th F, 9. Laboratory, W, 1:40-4. *Caldwell* 282. Mr. HOSKINS.

Designed for teachers of agricultural courses or for students preparing to teach such courses. Students not registered in S 132a are required to take a minimum of three field trips.

A study of the problems confronting the teacher of agriculture; the vocational point of view in instruction; determination of courses of study from field studies and analysis; forms used in teaching; including the selection of materials and their organization for instruction purposes; the relationships of the agricultural teacher to the other agencies of agricultural training in the community.

**School Finance** (Rural Education S 262a). Credit two hours. Daily except Sat., 8. *Caldwell* 143. Professor BUTTERWORTH.

Typical problems: how local school funds are levied, collected, and disbursed; cost accounting; budget making; bonding; sources of state funds and their distribution. The discussion will be based upon actual problems; prospective members of the class are urged, therefore, to bring with them financial data regarding their schools.

**Procedures and Techniques in Supervision** (Rural Education S 263a). Credit two hours. Daily, July 8 to July 20. First meeting, M, 8. *East Roberts* 222. Professor MOORE.

This course is especially designed for district superintendents of the State of New York. It will include a consideration of such topics as the nature and purpose of supervision, the improvement of the learning-teaching process, the observation of learning and teaching, the analysis of methods, the relationship between general and specific objectives, the selection and classification of subject matter, the supervision of the school subjects, measuring and testing results, the rating of teachers and teachers' meetings. A demonstration rural school will be in session and the observation and analysis of the procedures in this school will constitute an essential part of the course.

**The Principalship of the Centralized and Village School** (Rural Education S 175). Credit two hours. Daily except Sat., 8. *Roberts* 292. Superintendent SPRY.

This course is designed for principals and superintendents of centralized and village schools having both elementary and secondary work, and for those prepar-

ing for such positions. Among the problems considered are: the school and its relation to its community; an analysis of the principal's activities and his relation to pupils, teachers, parents; the organization of the school, schedule making, placement and time allotment of subjects, and distribution of teaching load; aims and methods of supervision and the training of teachers in service; the administration of curricula and courses of study; the administration of pupil progress; pupil guidance and study supervision, direction and control of extra-class activities; the organization of the office and office work; the principal and the community.

#### DEMONSTRATION SCHOOL

In connection with the courses offered in Rural Education a demonstration school will be conducted at the Forest Home School, near the College Campus, in coöperation with the school authorities there. It will be organized as a rural school offering work in grades one to six inclusive. Informal procedures will be emphasized. It is the plan that special conferences will be arranged from time to time by teachers of the Summer School staff for the discussion of the principles underlying the procedures followed in the school.





## CORNELL UNIVERSITY OFFICIAL PUBLICATION

Entered as second-class matter, December 14, 1916, at the post office at Ithaca, New York, under the Act of August 24, 1912.

Issued at Ithaca, New York, twice a month from December to June inclusive and monthly from July to November inclusive.

This series of pamphlets is designed to give prospective students and other persons information about Cornell University. No charge is made for the pamphlet unless a price is indicated after its name in the list below. Requests for pamphlets should be addressed to the Secretary of the University at Ithaca. *Money orders should be made payable to CORNELL UNIVERSITY.*

The prospective student should have a copy of the

*General Information Number*

and a copy of one or more of the following Announcements:

*Announcement of the College of Arts and Sciences.*

*Announcement of the College of Engineering.*

*Announcement of the Law School.*

*Announcement of the College of Architecture.*

*Announcement of the New York State College of Agriculture.*

*Announcement of the Winter Courses in the College of Agriculture.*

*Announcement of the New York State College of Home Economics.*

*Announcement of the New York State Veterinary College.*

*Announcement of the University Division of Education.*

*Announcement of the Department of Chemistry.*

*Announcement of the Graduate School.*

*Announcement of the Summer Session.*

*Announcement of the Summer Session of the Law School.*

*Announcement of the Summer School of Biology.*

*Announcement of the Farm Study Courses.*

*Program of the Annual Farm and Home Week.*

*Annual Report of the President.*

Special departmental announcements, a list of prizes, etc.

Other periodicals are these:

*The Register*, published annually in September, and containing, not announcements of courses, but a comprehensive record of the University's organization and work during the last year. Price, 50 cents.

*Guide to the Campus*. A book of 132 pages, including 55 illustrations and a map in three colors. Price, 50 cents.

*Directory of the University*. Price, 10 cents.

The *Announcement of the Medical College* may be obtained by addressing the Cornell University Medical College, Ithaca, New York.

Correspondence regarding the Cornell University Official Publication should be addressed to

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ITHACA, NEW YORK.